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### The Reflector, Vol. 3, No. 16, February 7, 1961

Newark State College

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"Blessed is the man who, having nothing to say, abstains from giving in words evidence of the fact."  
- George Elliot

# Reflector

EDUCATE LEAD REFLECT

"To be a leader of men one must turn one's back on men."  
- Havelock Ellis

Vol. III, No. 16

Newark State College

TUESDAY, FEBRUARY 7, 1961

## Distinguished Professor Joins College Faculty

One of this country's outstanding social scientists has been appointed to the faculty of Newark State College, Union.

Dr. Allison Davis of the University of Chicago will serve on the faculty for three months as "Distinguished Service Professor of Sociology and Education". He is the college's first "Distinguished Service Professor" since the State Board of Education created that rank last year.

Dr. Davis holds the rank of Professor of Education at the University of Chicago and is a member of the University's Committee on Human Development. He has done research in areas of the socialization of children, adolescent psychology, intelligence and culture, culture status, and social learning.

Now on campus, Dr. Davis will be here full-time through March. His assignments include teaching a course in the college's Graduate Division, giving special lectures to the student body, and the presentation of his latest research at a graduate colloquium. He also will be utilized by the faculty as a resource person in his specialties.

According to Dr. Eugene G. Wilkins, College President:

"Since the understanding of a child's cultural background is so necessary for prospective teachers, it is most fortunate that we have secured the services of such an outstanding educational sociologist as Dr. Davis. His appointment also indicates the high quality of faculty coming to the state colleges."

Dr. Robert F. Allen, Chairman of the Graduate Program, commented,

gaged in a three-year follow-up study of 279 persons previously studied as high school students in 1952. The researchers hope to identify and describe the major social and emotional processes involved in the transition from late adolescence to young adulthood.

According to Dr. Davis, "We hope to add to the theory of the origin and development of the psychosocial processes which enable some individuals to choose an occupation, commit themselves to it, find a mate, establish a home, plan a future, and act effectively as parents, and of the processes which interfere with such decisions and actions in the area of occupation, marriage and the whole social induction into adulthood."

Dr. Davis also is interested in the social and emotional forces operating in the individual who is rising in social status.

Dr. Davis is co-author of DEEP SOUTH (1941), a social anthropological study of caste and class in a southern community. To gather material for the study, Dr. Davis who is a Negro, and his wife lived for two years among the Negroes in a southern community, while co-authors Burleigh and Mary Gardner lived among the whites. The authors point out that a full-fledged caste system operates in the south in which members of the Negro lower caste are denied many of the privileges that the dominant whites accord to themselves.

CHILDREN OF BONDAGE (1940), co-authored by Davis and John Dollard, consists of case histories of eight Negroes adolescents in the south.

Other books include FATHER OF THE MAN (1947), concerning the socialization of children, with Robert J. Havighurst as co-author; SOCIAL CLASS INFLUENCES UPON LEARNING (1948), INTELLIGENCE AND CULTURAL DIFFERENCES (1951), with Havighurst, Kenneth Eells, Virgil E. Herrick, and Ralph Tyler under the chairmanship of Davis; MANUAL FOR DAVIS-EELLS TEST OF GENERAL INTELLIGENCE (1953), with Eells, a summary of five years of research, and his latest PSYCHOLOGY OF THE CHILD IN MIDDLE CLASS (1960).

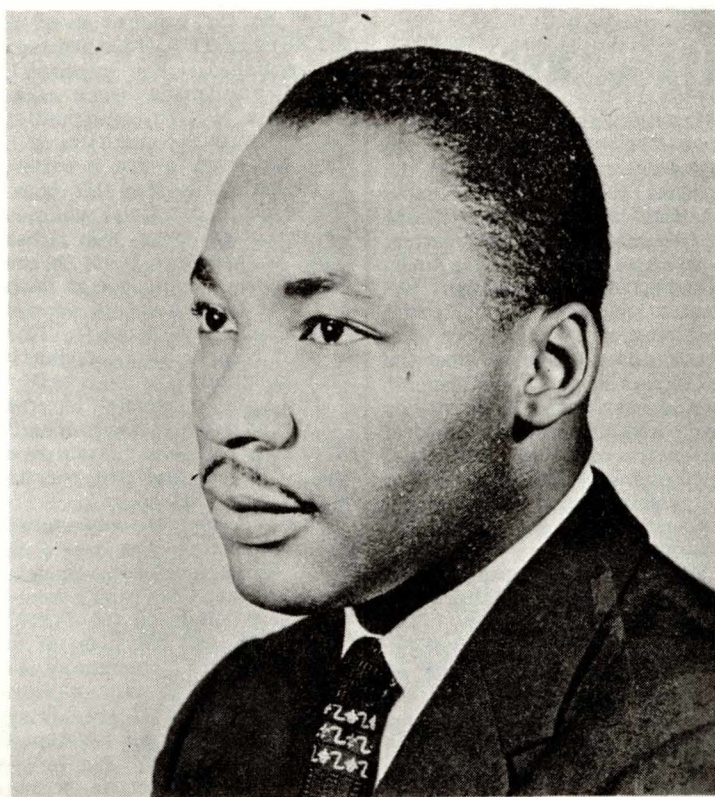
Dr. Davis was valedictorian of his class and was graduated summa cum laude from Williams College, Williamstown, Massachusetts, in 1924. After receiving an A.M. degree in English from Harvard University, he went on to study anthropology at Harvard and the University of London. He was awarded a Ph.D. in 1942 from the University of Chicago, where he served ever since, as a member of the faculty. He also has been associated professionally with Hampton Institute of Human Relations at Yale University, and the Division of Child Development of the American Council on Education. The subjects he has taught include English, social anthropology, social psychology, child psychology, and socialization and education.

## Douglass-Rutgers Solicit Legislature For Faculty Raises

(UPS) Over 80 Rutgers and Douglass students visited their state legislators soliciting support for faculty pay increases during Christmas vacation.

The "Christmas Campaign", was part of an intensive student

(Continued on Page 4)



## Martin Luther King

Reverend Martin Luther King, first of the scheduled speakers for the M. Ernest Townsend Memorial Lecture Series, will be coming to Newark State on Thursday, February 9, at 8:00.

Mr. King has been active in the struggle to end segregation in the South. He directed the bus protest in Montgomery Alabama, and was arrested this fall when he took part in the lunch counter demonstrations.

Reverend King is the author of the book, "Stride Toward Freedom," and has written articles that have appeared in the Christian Century, Presbyterian Life, Phylon Magazine, and the Fellowship Magazine.

Dr. King is the president of the Southern Christian Leadership Conference, and the Montgomery Improvement Association, Inc.

## State School Aid, Salaries Facing State Legislature

State school aid, salaries for faculties in the public schools and state colleges, and a number of proposals affecting teacher retirement will be among the education issues facing the 1961 Legislature, according to the New Jersey Education Association, which outlined its legislative proposals for this year in the current issue of its NJEA REVIEW. These issues will also be the topics for a legislative conference for teacher representatives being held by the association in Trenton on February 4.

NJEA, along with other education groups, is supporting state school aid measures which would just about double the amount of financial help local school districts get from state revenues. These bills (A-136 and A-138) are identical with measures which failed to pass last year. They would increase the basis on current operation, and would raise aid is figured from the present \$200 per pupil to \$300 per pupil for current operation, and would raise aid for school construction from the present \$30 per pupil to \$38. It is estimated that these bills would increase the state's help for schools by about \$100,000,000.

To finance these measures, the teachers' organization has indicated its willingness to support either a general sales tax (food exempt), a personal income tax, or "such other taxes as will produce sufficient revenue." At the same time the teachers and other education groups are trying to prevent candidates or parties in the 1961 election from making pledges which would bar tax revision in 1962 if the current legislature fails to act.

The teachers' association is also urging the 1961 Legislature to raise the present state schedule of minimum salaries.

The law now calls for a scale of \$3800-\$5800 for teachers who are college graduates. Legislation already introduced would boost this minimum scale to \$4400-\$6800. The teachers argue that this is needed to employ and to retain qualified teachers, and is in line with current salaries being paid by most school districts in the state. If passed, the proposed new minimums would not take effect until September 1962. The teachers are also supporting substantial raises in the pay scale for the state-supported colleges and Rutgers University.

The education association is urging legislation to end a controversy over social security offsets against the retirement allowances of teachers and other state employees. When the present retirement systems were integrated with social security several years ago, older teachers were able to time their retirement to avoid reductions in their state allowances because of social security payments. Subsequent changes in the federal laws deprived many of them of this right, and they have been seeking to have it restored. The Governor has twice vetoed measures for that purpose which the Legislature passed.

Other teacher pension proposals include higher allowances for those retired on pre-inflation salaries; more time to buy retirement credit for out-of-state service; a redefinition of "veteran" to conform to federal laws; and provision for the retirement of teachers employed by the State who are not members of the retirement system.

The teachers are also urging legislation to include liability protection for college faculty members; improved sick-leave provisions; clarification of the

## Wilkins Notes New Semester Hour Changes

The college schedule of dedicated or free periods was changed as of February 1. In the past, the college operated on a thirty-four period week schedule. By changing faculty meetings and other meetings from Friday afternoon to other times, the college has been placed on a thirty-six period week.

According to Dr. Eugene Wilkins, "In an analysis of the schedule his semester, we found that the chief difficulty in making a satisfactory student schedule was a crowding together of most of the classes offered into the middle of the day. It was not possible to use the last two periods in a Monday, Wednesday, and Friday sequence because the last two periods on Friday had been dedicated for special meetings."

The changed schedule is such that on the 6th period, Monday, there will be faculty meetings the first and third weeks of every month, and Graduate Council and department chairmen meetings, the second and fourth weeks. Student meetings at the class level will be able to meet at this time, as they do at present.

The Wednesday 6th period meeting time has been arranged to provide for group counseling the first week of every month, Student Personnel and Student Teaching meetings the second and fourth weeks, and general meetings, (usually assemblies) the third week. The second Wednesday of each month will also be reserved for meetings of the student service committees, including the Guides, Social, Communications, and Campus committees. The Tuesday club meetings and the Thursday meeting periods have been maintained as at present.

The counseling period on Wednesday has been deleted as a scheduled period with the exception of the first Wednesday of each month. At this time, all group counseling and counseling meetings may take place. Dr. Wilkins commented that, "This plan of counseling will work only if the other counseling periods formerly coming on the 2nd, 3rd, and 4th Wednesdays of the month are made up through the faculty scheduling individual counseling meetings at the convenience of the faculty member and the individual student. This means that appointments might have to be made at times other than the scheduled office hours of the faculty member."

## Graduate Office Sponsors Colloquia

The Graduate Office of the college will sponsor a colloquium on Wednesday, February 15, as the first of four colloquia to continue until Tuesday, May 2.

The first colloquium, on the topic of "How Can Reading Be Taught to Educable Adolescents Who Have Not Learned How To Read?", will be moderated by Dr. Arnold S. Rice. Dr. Ruth Boyle, Professor of Education, will be the main speaker.

"Transition from Late Adolescence to Young Adulthood," will

(Continued on Page 3)

tenure rights of some school employees not specifically mentioned in the present law; and a bill to permit greater benefits from a life insurance program wholly financed by teacher contributions.



"Dr. Davis has made significant contributions to the study of children and youth in contemporary society, and we are pleased to make his rich background of knowledge available to educators and other scholars in this area. I am certain that our schools and school communities can reap considerable benefit from a careful consideration of the work carried out by Dr. Davis."

The graduate course is entitled "Social Class Influences Upon Learning", a subject upon which Dr. Davis is a recognized authority. The course is available to graduate students and others who have earned baccalaureate degrees in education, psychology, sociology, or related fields. There will be eight sessions, on Friday from 7 to 10 P.M. throughout February and the first four weeks in March. Further information is available from the Graduate Division.

Dr. Davis and Dr. Robert D. Hess, chairman of the Committee on Human Development at the University of Chicago, are en-



Editorial  
Trimester Plan

The Student Council is now faced with one of the most important questions it has discussed this year: should it recommend that the college submit to experimentation with a trimester plan? When the subject was broached at the last meeting, the members of the Council realized how important the question was, and postponed further discussion until they could find out what their constituents thought of the idea.

It would well behoove the members of the student body to cooperate with Council in this by communicating with the members of the Council and giving their opinions and reasons, so that the Council members themselves could more intelligently make a decision.

We would like to take this opportunity to express our opinion that the trimester plan, putting it politely, leaves much to be desired. It is, of course, not the only answer to the question posed by the burgeoning number of students that must be placed in student-teaching centers, as we said last week. But aside from that, the disadvantages of a trimester plan, as it is proposed by the college, are, to our minds, very serious.

To begin with, there is the fallacy that a class meeting five times a week for three weeks, will accomplish as much for the student as will a class that meets three times a week for five weeks. It seems highly idealistic and downright unreasonable to expect a student to get as much out of a course that meets five times a week as he would from a course that meets three-fifths as often for a longer period of time. Anyone will grant that the human mind can only absorb so much at a steady rate, and theorizing that a student can absorb more if he sees his professor more often each week is to theorize fallaciously. Dr. Matthew Dolkey, of the English department, expressed much the same idea when he commented that a course that was supposed to deal with the field of Russian Literature and met for only twelve weeks was nothing less than ludicrous. It is difficult to even begin to comprehend the intricacies of Russian literature in five years of study, let alone three weeks, but what Dr. Dolkey was saying is true of all the courses, with minor exceptions, that are offered now.

Question the Juniors and Seniors, who are forced at the present time to compress their studies so that they must meet four times a week. No one of them, no matter how excellent a student he may be, can devote as much time and energy to his studies as he did as a Freshman or Sophomore, and we don't think it going out on a limb to express the sentiment that the upper-classman have little affection for this form of self-assassination.

But what else is wrong with the trimester plan? Aside from the limitations it puts on the students, we have no doubt but it would put limitations on the faculty as well. We have no right to expect that any teacher could be at his peak of effectiveness under a trimester system. Despite the claims of the proponents of the program that a teacher would carry fewer class hours, there is always present the danger of that nasty occurrence which teachers are not supposed to think of: boredom. Teachers and students alike get bored enough as it is. What would happen if they were forced to look at each other's unhappy faces five times a week?

Let us say now that we are not opposed to all trimester systems. The sort of program that runs from September through the end of July and permits a student to complete his requirements for a Bachelor's Degree in three years has some advantages. But since our college, for some strange reason, is opposed to a student's acceleration, such a system would

be out of place here. No, trimester, in any of its forms, is not acceptable for Newark State College.

We hope that StuCo will take these thoughts into consideration when it is discussing a change to trimester. Perhaps it can even set an example to the faculty by flatly asserting that the trimester plan, as proposed, is not what the students need nor want.

**NSA at NSC**

The National Student Association is purportedly an organization of students on the national level - as its name signifies. Through its affiliates on campuses across the nation, it attempts to broaden the scope of students awareness and interest, to confront students with problems of more concern than who's dating whom or what the latest rock and roll hit is. Insofar as NSA has supported the sit-ins and has sponsored several national, regional, and local seminars and discussion groups on national and international problems, it has succeeded in its purpose.

But we daresay that even NSA, idealistic as it is, realizes that much needs to be done. The majority of American college students are slowly gaining an awareness of the fact that the sun does not revolve about the United States, but there is a great distance to go before NSA reaches the goal it has set for itself.

Newark State College is a member of the National Student Association. We make mention of this fact because it seems that there are students here who don't know it. And we can't say that we blame them. For, sad as it is to report it, NSA on Newark State's campus has done little this year.

According to the local organization, there are basically three committees that have been set up. Community involvement, travel, and foreign student are the names of these committees. But it is enlightening, or rather we should say disheartening, to examine the so-called activities of these committees, and it is not difficult to see why NSA is the forgotten organization on campus.

Take the Foreign Student committee. We have two foreign students on campus, both extremely gracious ladies from South America, Miss Milca Mayoraz and Miss Zuleika Mussi. Unfortunately, Miss Mussi was required to return to Brazil at Christmas time, but for too many of the students, her departure did not mean as much as it should. For next to nothing has been done with these students, aside from a brief appearance at the fall convocation. They were cast

adrift on NSC's campus, and although perfectly willing to enter discussions with students, had such opportunities only in classes and in casual meetings in the Snack Bar. It is good to have these ladies here, but unfortunate that they were treated as nonchalantly as they were. We can't see where NSA has any excuse for this lapse.

As for the Travel Committee, which so far has had an ad in the REFLECTOR, little has been accomplished. We wonder if many students have taken advantage of the opportunities offered by this committee, or if they are even aware it exists. It seems to us that this committee could certainly publicize its activities more than it has been, so that there is not anyone on campus who is not at least aware of the possibility here of "broadening his scope". This is what NSA is here for, but it isn't doing much.

And then there is the "Community Involvement" committee. As Mark Twain once said, "Let us draw the curtain of charity on this scene".

NSA this year presents a sorry picture. There has been no follow-up on the foreign student program, there has been a minimum of publicity on the Travel Committee, and there is, quite frankly, no community involvement. This is a shame. NSA has the potential of becoming what it set out to be - a National Student Association. But is it, even nationally, not so strong as it might be. When one considers the strength of such foreign student associations as Zengakuren, the Communist-oriented Japanese youth group that was influential in the riots against the Japan-U.S. defense pact last spring, or UGEMA, the association of Algerian students fighting for independence, the United States presents a rather disgusting spectacle. Throughout the world, students have shown that they are capable of great things. Why is it that the emerging nations of Africa are being led by recent college graduates? Why is it that the student associations of most foreign countries constitute extremely powerful political and social organs? It is because these organizations are composed of students who are vitally interested in their and their nation's future.

The United States can make no such claims. Its students are only now beginning to realize that they cannot hide under the deprecating title of "silly college student". It is encouraging to note that they are coming awake at last, but you couldn't tell it from Newark State. And NSA can never be a strong, unified student organization until its local units "get on the stick" and start working.

Faculty Salaries

"New Jersey is a cheap, penny-pinching state", to quote the eminent congresswoman from the sixth district. And Flo Dwyer should know. Her experience in the state and national legislatures lends strong support to her opinions.

Mrs. Dwyer's idea is no more obviously borne out than in the case of faculty salaries at the New Jersey state colleges.

We find it hard to understand why a professor in a state college should be subjected to the ignominy of beginning his teaching at a salary of \$4750. There are few instances in the history of man's inhumanity to man that could weigh heavier on the public conscience. As future teachers, we are all well aware of the fact that the profession

is generally underpaid, but no one can contest the fact that college professors who are working for the state of New Jersey are the most financially under-rated individuals in the profession. And again and again, we hear arguments to the effect that \$4750 isn't too bad a salary". The very idiocy of this argument seems enough to perpetuate it. Anyone who voices it is revealing his own stupidity and deserves to be hung from the dome of the State House.

Look at what any college professor is expected to do. He is, in the first place, annually entrusted with the education of some three hundred high-school graduates. The implicit obligations of his office, set down by the society in which he functions, are that he take the

(Continued on Page 3)

Further Evaluation

by Leona Kanter

This column has been conspicuously quiet of late on the subject of evaluation. Lest anyone should fear that we have been avoiding further discussion of this "controversial issue" because of the eruption caused by the earlier "Evaluation Evaluation" take heart. Our silence was in response to the creation of a committee on standards and in an effort to allow these notable individuals to work unhampered and unfettered by the REFLECTOR'S reflections. But as the inevitable evaluation hour approaches it seems only proper that we receive some accounting of the progress of this committee. Each of the junior and senior students has certainly been observed by his/her supervisor and has been duly classified. Again this column asks what is the primary

consideration of the observer in the categorizing process. To what end are the purposes of education served by the employed standards? The column is well aware that the entire problem of evaluation has been given serious consideration in an effort to develop more realistic criteria. But this column is quite in the dark as to what has transpired specifically, and whether something constructive will emerge from the committee or indeed if lack of proding will produce lethargy among its membership. The nature of the committee's deliberations, due to the parochial view which permeates this institution that students are generally incapable of participating in the evaluation of academic standards, prompts this outcry

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REFLECTOR



Intercollegiate Press Association

The opinions expressed in signed columns in this newspaper do not necessarily reflect the opinions of the editors. Nor is anything printed in this newspaper, unless directly signed as such to be taken as official policy or opinion.

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April 1961

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1)
2)	3)	4)	5)	6)	7)	8)
		Spring Recess				1 p.m. - Baseball - Nat. Agri. - Home
9)	10) Classes Resume 1:30 p.m. - All Srs. - AFT Mtg.	11) 11 a.m. - Baseball- NCE - Home	12)	13) Eve. - College Center-Lecture	14)	15) Wapalanne Trip
16) Wapalanne Trip	17)	18) Eve. - Hofstra Modern Dance Program	19) 3 p.m. - Baseball- Paterson-Home	20)	21)	22) 1 p.m. - Base- ball - Montclair
23) 3p.m. - Baseball- Bloomfield-Home	24) 1:30 p.m. - all Soph. going to Stokes. 8 p.m. - Townsend Lecture - Margaret Webster.	25)	26)	27)	28) Carnival	29) Carnival



# Theater

## The Octoroon

by Stuart Oderman

I had a stomach ache. The cooks at the Phoenix are serving heaping big bowls of 1859 sweet Southern sog to warm the cold Yankee hearts of 1961. By eating standards one should never re-heat old mush-especially if it was originally cooked so very long ago. By 1859 standards the broth must have stirred many hearts but last night I found the meal to be quite lumpy.

Today's heroes and heroines have to combat tired blood, bad breath, and dandruff as barriers to their social acceptance. Zoe the Octoroon had to cover her blue fingernails. "Note the blue paint in my hands," she tells handsome George Peyton nephew of the late Judge Peyton who is the father of the girl. "Even though you are illegitimate, I love you for love knows no prejudice," he replies in charming form. And through the audience at the Phoenix a roar of approval resulted with shouts of jubilation.

The sets of Peter Wingate are oozing with Southern charm. In fact when Teerebone Plantation is on sale the bidders compliment each other on the fine Southern form, the fine Southern wood, the fine Southern land. It was a shame that I was not there to bid for the plantation. To be sure the direction of Stuart Vaughan had its memorable moments - the auction of the slaves was nothing to joke about.

In this respect the bidding of human lives still reached out to the audience. It was the only time they were quiet during the entire presentation of this historical classic. The death of Zoe the Octoroon was done well, though obviously corny it was.

The Phoenix seems to love bloodshed. I am still recovering from the shock of watching some poor soul cut his throat in Peer Gynt. Well in this play the villain is scalped by an avenging Indian who sees fit, after the deed to dance with the scalp and wave it at the first row patrons. Juliet Randall, Robert Blackburn, Franklin Cover contribute some good performances as the Octoroon, the lover and the overseer. The real scene stealer was John Heffernan the villain who dressed in black crawled across the stage after setting fire to a ship. The audience hissed him, booed him and above all love him.

One has to feel sorry for the cast. It must be awful to say those lines with the most serious intention. Perhaps our theater is too contemporary, but this latest effort is too dated. Should the Phoenix stage The Count of Monte Cristo I will be the first in line to see it. Rich in historical drama, the only joy I received from The Octoroon was that of anticipation.

## Autumn and Mrs. Clover

by Stuart Oderman

"Autumn, will you please stop talking out of line? I asked if you did anything interesting during the summer. I do not want to hear about your mother and father." She stammered and for the first time in her life, Miss Lily was lost for the right word. Most of the time Miss Lily didn't know what she was talking about but she kept on talking. One time she tried to talk to us about baseball and Eddie in the back of the room wanted to know if she remembered Babe Ruth hitting the sixtieth homerun in 1927. Boy, did Miss Lily get mad. She said that it was not a polite thing to say. We all know that Miss Lily was old so not to hide it was a real insult to us. Miss Lily told Autumn to sit in the second row first seat. "I want to watch you very closely and I do not want you to get out of hand. Autumn sat right next to me.

The girl who was supposed to sit in the second row first seat this seat moved to Texas during the summer so the seat was vacant. No one wanted to ever sit in front of Miss Lily. She always watched the person who sat in the first seat like they were her child or pet. Last year I sat in the back of the room, but this year I was late on the first day because I overslept. Usually I sit in the back row because the teacher never calls on you and you can watch what goings on were taking place outside. One day I saw a hearse go by and I started to laugh. I thought it was funny. Sometimes I have a crazy sense of humor, but if something is funny I will laugh at it.

Autumn sat in the vacant seat and watched every movement Miss Lily made. She whispered that she thought that old Miss Lily was a stiff. Miss Lily looked at her and told her to pay attention to the lesson. I do not think that a lesson on summer vacations was really important. Autumn did not have any pencil or notebook so she had to sit with her hands folded. The sun was shining in her eyes so Miss Lily told me to adjust the shade.

She could have told Buzz to do it. He was sitting over there, but I guess Miss Lily was jealous of anyone who was pretty good looking. She never said anything if ugly girls were stared at, but as soon as anything pretty was looked at Miss Lily had a reputation for getting jealous. I closed the window shade and took a long look at Autumn from the side of the room.

The girl was really nice; all that blonde hair on her shoulders and that tight black sweater made her look a lot like a model. I couldn't see the skirt because all the desks were in the way. Miss Lily kept talking about summer vacations and the need to adjust to school right away. All of a sudden she looked up and told me to sit down. "What is wrong with you, the last few minutes. You look like you have seen a ghost."

I did not see a ghost. I saw a girl.

Autumn raised her hand told Miss Lily that her mother was pregnant. Miss Lily really yelled then. She said it was not nice for little girls to say such naughty things in mixed company. Why did Miss Lily say that we were mixed? We knew everybody in the class. If anyone was mixed, it was Miss Lily. She then told Autumn she would have to sit in the office she was so naughty. Autumn said she did not know where the office was. So what do you think Miss Lily did? She told me to escort the new girl to the place. The boys in the back of the room giggled and a few girls whispered as they saw Autumn's skirt bend with her as she left the room. Out in the hallway Autumn told me that she knew where the office was but was hoping that I would walk with her. She sounded real friendly-for a girl. All of a sudden as we started to walk down the stairs she took my hand and held it. It was awfully nice of her to hold my hand. No girl ever had before. I never liked any girl before, but it was different.

She was really nice.  
(continued next week)

# Book Reviews

"Hawaii," reviewed by Orvil Charles

There is no sense in arguing that James Michener's HAWAII is much too long. It seems to be a curse of our age that good books are too long to be totally enjoyable. Having developed a taste for novels that make their points in a short space of time, I could not help but be frightened when I sat down with a copy of HAWAII, looked at the last page, and saw that it was numbered 905. But, as I say, there's no sense in arguing with it. It's that long because the author made it that long, and his editors were too timorous to cut anything out of it. And besides, by the time you get fifty pages into the book, you realize that long because he couldn't make it any shorter.

The story Mr. Michener tells is not how Hawaii became a state. That wouldn't take too many pages. He is telling instead the complete story of the growth and maturation of Hawaii, from the time, eons ago, when the tip of a mountain first began poking its head above the waters of the Pacific Ocean.

It's a magnificent saga that Mr. Michener related. The first colonizers of the islands were natives from Bora Bora, an island near Tahiti, and they sailed to Hawaii not even sure it existed, relying only on a legend. They were people who lived freely, and were happy to come to this new land where they could worship the old gods in the peace that they needed. And from them descended generations of people like themselves, happy and untroubled, until the day that the missionaries first landed.

It is the telling of a long history of the islands, from settlers to missionaries to Chinese to Japanese, that Mr. Michener has put down on paper. What he has tried to do is record a history of Hawaii in fictional form, and for the most part he has succeeded. But the story is so big and so grandiose that, even in nine hundred pages, he cannot do it justice.

I will not be the one to say that the opening chapters of the story fall short of magnificence. Let keener and more literate minds do that. But I will say that the whole novel falls apart in the last chapter or two (there are only six in all). For it is in these that Mr. Michener must come to grips with a problem that better men have failed to cope with. The scope of his work carries him away with it.

In the beginning chapters, when Mr. Michener can focus his work on the activities of a few people, the novel has beauty and truth. But when, having set his people on the island and given them the task of procreation, which they incidentally do to a fare-

thee - well, he comes to the seventh or so generation that is coming of age at the time that Pearl Harbor becomes more than just a name on the map to America, he cannot any longer adequately handle the people he, or rather his characters, have conceived. He finds himself bogged down in a morass of names, names of descendants of the settlers, of the missionaries, of the Chinese and the Japanese who followed them. One Chinese woman, introduced in the fourth chapter, has over one hundred great-grand children when she dies in 1954, and although they are not all mentioned, their parents usually are, and to say the going is tough on a person used to complete development of five or six characters is understating the case.

But let us not belabor the point that Michener cannot fully develop his latter-day characters. Let us rather look to the bright side, and there certainly is one. For, inadequate as HAWAII may be, it still has sections that are worth remembering. The entire first chapter, for one, which describes the conception and birth of the islands. The third chapter, wherein Abner Hale and his wife, Jerusha, come to Christianize, or better, Calvinize, the islands, it a masterpiece of fictional creation. No one who reads the book will ever forget Abner Hale and his gentle wife, nor the cruel Rafer Hoxworth who torments them. Nor is anyone likely to forget the gentle alii nui Malama, who rules her island when the Hales arrive. Those are people with portraits etched in stone.

But I think it will be very easy to forget Kelly Kanakoa, whom the blurb describes as "the beachboy who might have been king", and I doubt that I ever will be possessed with the mad desire to know "who was the fellow who brought the mainland fruit companies to Hawaii".

On the whole, Mr. Michener's book is generally entertaining, and I dare say most people will find it completely so. Its descriptions of Hawaii are beautiful, some of its characters and incidents will remain forever vivid in your minds, and you will probably close the book wishing there was more to it. Perversely enough, I did. But it was from a feeling of lack of completeness that I did so, and not because "it was so good that I wished there were more".

HAWAII has been a very popular book in this area. Whatever the reason, like its length, there's no arguing with it. People will be people, and they like the book enough to buy it.

## Prof Recommends Great Music Course

According to a young, handsome, etc. etc. etc. faculty member at Newark State, there is a great course numbered Music X 13 offered at the college. It's an elementary singing class taught on Wednesdays at 4:30 P.M. by Metropolitan Opera basso, Lawrence Davidson.

This young, handsome professor has high words of praise for this course. According to him, "This is a great course -- a tremendous course! A terrific teacher! I speak from first-hand experience. I sweated and yodelled as a student right through the final examination. The final examination consists of you getting up on the Little Theater stage in the blinding glare of the spotlights and singing three songs. You are fully equipped with piano accompanist. Somewhere out there is Mr. Davidson, marking you.

"Mr. Davidson figures that if you can stand up to this kind of treatment, a classroomful of deadened kids won't even make you breathe fast.

"The thing is, Mr. Davidson teaches you, and teaches you well, how to face that final

examination. He puts resonance in your voice, starch in your backbone, and Kao-pectate in your guts.

"Granted, there will be very few students willing and able to take this course (and possibly fewer yet who will be permitted to take it), but I know that they will appreciate knowing about it. This is the problem--no one knows about this course, so no one takes it. Last semester just five, including me, were in the class. I think this is a shame, because Mr. Davidson has so much to offer and he can easily handle quite a few more students."

Any course that merits such praise from such a knowledgeable prof must indeed deserve an enrollment larger than five students. C'mon, student body, especially you co-eds, sign up for this course. Who knows, not only will you be guaranteed a great singing course, by a great teacher, but there might be another young and handsome student or prof to give you moral support as you strain to put your vocal cords into condition.

## Faculty Salaries

(Continued from Page 2)

minds of those who sit before him and invest them with some semblance of intelligence. It matters not how stupid is the individual he is supposed to teach: he must fulfill this obligation and, in effect, attempt to develop minds that are capable of Rhodes-scholarship work. For this, he get paid \$4750 a year to start.

But this is not the limit of his duties. He must also be a counselor, specifically to a group of some fifteen or twenty troubled souls, and generally to every student he teaches. He must be able to lead these students, tactfully, to a solution of the problems that eternally plague them, from hating father to loving mother. In addition to being a teacher, he must be a psychiatrist.

Then there is the necessity of attending faculty and committee meetings. The college teacher must be equipped to moderate a club, to speak learnedly and effectively on such diverse subjects as curriculum change and the necessity of clarification of college goals, and to discuss with his confreres on the faculty the latest tidbit that has come from the Dean's office. Not only must he be a teacher and a psychiatrist, but a philosopher and orator as well.

Of course, we must not forget that the college teacher, in his spare time, is expected to bring honor and credit to his institution by appearing in public on behalf of the college, speaking to organizations that range from the Daughters of the American Revolution to the Odd Fellows on subjects that run the gamut from the importance of the United Nations in world affairs to the moral inadequacies of a group that feels it necessary to blackball membership candidates. Teachers, psychiatrist, philosopher, orator and public lecturer, and we approach the true picture of the college professor.

In the time that he is engaging in these miscellaneous activities, the college professor must also consider the advisability of belonging to the professional organizations in his particular field. Most responsible college teachers consider it incumbent on them to belong to such organizations, for all wish to be constantly informed on the latest activities and theories in their line of work.

So the college teacher does much more than teach. To list again his various jobs, he finds himself in the position of a psychiatrist (\$30,000 a year), philosopher and orator (and we might add politician - \$25,000 a year), lecturer (\$300 a lecture) and conscientious member of society. For this sort of work, the state of New Jersey is pinch-penny enough to award as little as \$4750 a year.

New Jersey has, for a long time, looked down on teachers, as have most other states, but it is one of the few remaining ones that persist in believing that college teachers aren't worth an increase in taxes. It's had a bargain for a long time, and still can't quite realize that the honeymoon is over, that the strength of tomorrow's world rests with our college teachers today.

Mrs. Dwyer was right in saying that New Jersey is a "cheap, penny-pinching state". She should have added, "Damn it!"

## Graduate Office

### Sponsors Colloquia

(Continued from Page 1)

be the topic of the colloquium held on Tuesday, March 21, at which time Dr. Allison Davis will be the main speaker. On Thursday, April 20, Frances Biedermann Stern will speak on the topic of "Desirable Characteristics and Traits of Cooperating Teachers," and will be followed by Dr. Arnold S. Rice, who will speak on, "The Historian: No Novelist Is He."



# Squire Victory Over Montclair Conference Win

The Squire basketball team upset favored Montclair State 64-59 on Tuesday night, Jan. 31. This victory avenged an earlier defeat handed the Newark cagers. Not only was this a decisive victory for Newark against their arch rivals but assured the Squires the first win in conference competition. Newark built up a good 37-22 half-time lead on excellent shooting by Art Salley and Tom Kuc, then held on to beat off a record half rally by Montclair. Outshot from the floor, the Squires cashed in on foul shots; outscoring Montclair 16-9 in that field to insure a victory. After nearly losing a 15 point lead in which the Indians were behind by only 1 mark, 58-57, Salley, Davis and Duffy each sank a pair of free throws to pull Newark out of their reach. Four of the six Newark cagers who saw action Tuesday night hit double figures. Salley scored 19, to pace the squad. George Jeck led the Montclair club with 17 points.

Newark	FG	FM	Pts
Salley	7	5	19
Wilkes	1	0	2
Kuc	4	5	13
Duffy	5	4	14
Davis	4	2	10
Wojciechowski	3	0	6
	24	16	64

Montclair	FG	FM	Pts
Lauten	5	1	11
Chesky	5	0	10
Jeck	7	3	17
Tauriello	2	1	5
Weinstein	2	2	6
Dziadosz	4	1	9
Steiner	0	1	1
	25	9	59

# Intra-mural Basketball

Feb. 8 - 7 P.M.  
FR 1 vs SOPH 1  
JR 11 vs FR 11  
8 P.M.  
JR 1 vs SOPH 11  
JR 111 vs SR 1  
Feb. 15 - 7 P.M.  
FR 1 vs JR 11  
JR 111 vs SOPH 11  
8 P.M.  
JR 1 vs SOPH 1  
FR 11 vs SR 1  
Feb. 22 - 7 P.M.  
FR 1 vs JR 111  
FR 11 vs SOPH 1  
8 P.M.  
JR 1 vs SR 1  
JR 11 vs SOPH 11  
March 1 - 7 P.M.  
FR 11 vs SOPH 11  
SR 1 vs SOPH 1  
8 P.M.  
JR 1 vs FR 1  
JR 11 vs JR 111  
March 8 - 7 P.M.  
FR 11 vs JR 111  
SOPH 1 vs SOPH 11  
8 P.M.  
JR 1 vs JR 11  
FR 1 vs SR 1  
March 15 - 7 P.M.  
FR 11 vs FR 1  
JR 11 vs SOPH 1  
8 P.M.  
SR 1 vs SOPH 11  
JR 1 vs JR 111  
March 22  
Playoffs (if needed)  
March 29  
CHAMPIONSHIP GAME FOR INTERMURAL TITLE

**Douglas - Rutgers**  
(Continued from Page 1)  
effort to focus attention on the need for salary increases in New Jersey schools.  
Rutgers RESCUE chairman, Dick Pope, cited the following effects of faculty salary problems on the University: increasing difficulty for department chairmen to hire high quality replacements for the many professors who leave; insufficient professors per course, leading to enlarged sections and decreased opportunity for class discussion; discontinuance of several advanced courses due to a lack of qualified personnel to teach them.

# WRA President Resigns Post

By Ellen Gantly

Barbara Galowitz resigned as President of the Women's Recreation Association. Since this resignation came in the middle of the year the executive board at a meeting January 31 elected a president to fill out the remainder of the year. The new president was chosen from the eligible Juniors and Senior officers. Mary Ann Laboda is the newly elected president for the winter and spring semester of 1961. Mary Ann, a junior has been active in this organization since coming to Newark State and has been instrumental in organizing many WRA activities in the past few years.  
Another new member of the executive board of the W.R.A. is Freshman, Gertrude Schwarz who will hold the office of Historian for the organization.

Friday Frolic  
Feb. 24 8-12 PM  
2 Live Bands from Rutgers  
Refreshments  
Informal Dress  
Admission: College I. D.

# Dance Club To Present "Life"



The Modern Dance Club of Newark State College will present their first performance of the year on Wednesday, February 8, at 8:00 p.m. The Club has called its presentation "Life". The dance program will include five vignettes depicting life. They will be performed in this order: Birth, Childhood, Adolescence, Adulthood, and Death.  
The dancer that will be viewed are originally choreographed by the members of the Modern Dance Club. Musical composition to background the entire presentation was picked entirely by the club to be adapted to the various dances. The show, which last approximately one hour will include members of all classes at Newark State. The girls who will be seen will be Laverne Cooper, who is the manager of the Club and incidentally has given many performances here at college as well as in the Metropolitan area, Andria Lepre, another fine dancer, Judy Berry is also a returning member of the company, Jerry Stumpf, one of the college's Fine Arts majors, Joyce Andrews, Marilyn Desantis, Helen Kocerha, Marilyn Monsoon, Nancy Kohl, Gloria Amatrudi, Faith Baldwin, Rose Lucco, Elaine Apalinski, Barbara DiBello, Judy Dermer, Kathy Paivlikowski, and Gertrude Scharg.  
The Death Scene, one of the more outstanding vignettes of the presentation, has collected a background from the music of the BAREFOOT BALLERINA, with a score entitled "The Triangle". Costuming for this number will be long black skirts, leotards, and scarfs. Choreography for this dance was created by the members of the Club who will partake in this dance; this group was headed by Judy Berry.  
The dance sequence of Adolescence presents a different twist. Musical accompaniment will include excerpt from Duane Eddy's "Forty Miles of Bad Road", Chubby Checkers' "The Twist", Ahmad Jamal's "Tangerine", David Rose's "Like Young",

# Newark Bowlers Take Two From Seton Hall U.

With Al Ruffini leading the way Newark State blasted a 2730 - 3 game series and two wins from a tough Seton Hall University team.  
Ruffini had big games of 196 and 213 until his balloon burst. Al managed a 156 in the third game and his last words were "those splits, they kill me."  
Right behind Ruffini were the big men of the team. John Safaeloes' bowled a 560, George Bunting a 547 and Cookie Uribe rolled in with a 532 series. Wes Danilow marked in with a 510.  
After losing the first game 1001 to 924 Newark settled down to take the next two. It ended a five game losing streak.  
Things are looking up now for the spunking Squires bowling team. The team spirit is terrific and what's more the pins are falling nicely. Cookie Uribe, after a series of bad luck in the beginning of the season, is back; Wes Danilow still keeps losing the pots. George "Anchor Man" Bunting is slowing down his approach and Jim Sulva serves as the Newark marker. How can they lose with this crew?

# The Brothers Four Scheduled at NSC



The Brothers will be the entertainment group brought to the college, the "Name" committee has announced. This decision was reached as a result of a questionnaire sent to the student body which requested then to give their opinion of the entertainment group they would prefer. Since the students also favored a Saturday evening presentation, the program has been scheduled for March 11.  
The Brothers Four: Dick Foley, Mike Kirkland, John Paine, and Bob Flick, met when brothers in Phi Gamma Delta fraternity at the University of Washington in Seattle.  
Their first professional job was at the Hungry I, San Francisco, when they were noticed and signed by Mort Lewis manager of Dave Brubeck. Within six months they had a contract with Columbia and the record "Greenfields" on sale.  
They have appeared on the Jimmy Rodgers Show, The Ed Sullivan Show, The Kate Smith Show, Mitch Miller's Ford Star-

time Spectacular. The Dick Clark Show "Be Our Guest" and Canada's award-winning Music '60 Show. They have also appeared at many of the colleges from coast to coast and recently completed an engagement with Johnny Mathis at the Carter Barron Theater in Washington, D. C.  
The "Name" Committee which is composed of members from both the College Center Board and the Student Organization, also announced that an admission fee of one dollar for students and one dollar and fifty cents for the general public will be the cost of tickets which is necessary in order to present a group such as The Brothers Four. The tickets will be offered to the students before the general public will be permitted to buy them.  
The "Name Committee" consisted of Ed Martin, chairman, Dick Handschuck, Bob Smith-houser, Barbara Kugler, Bob Zolkiewicz, Doug Pecina, Joanna Perelli, and Shirley Sacher.

# Weekly Schedule

Tuesday, Feb. 7		
4:30	Rehearsal-Modern Dance	Little Thea.
7:00	Basketball-Jersey City	Gym
7:30	Wapalanne	Mtgs. Room
7:30	Nu Theta Chi	Fac. Din. Rm.
Wednesday, Feb. 8		
7:00-9:00	Men's Intramural Basketball	Gym
7:30	Alumni Exec. Comm. Mtg.	Alumni Office
8:00	Modern Dance Show	L. T.
Thursday, Feb. 9		
7:00	Kappa Delta Pi	Mtgs. Rm.
7:30	Union County Ind. Art Association	L. T.
7:30	Delta Sigma Pi	F.D.R.
8:00	Martin Luther King Lecture Series	Gym
Friday, Feb. 10		
6:00	Faculty Ass'n. Covered Dish Supper	Main Din. Rm.
Saturday, Feb. 11		
7:00	Basketball-Glassboro	Gym

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**Evaluation**  
(Continued from Page 2)  
for information. This column is well aware that the text of this article addresses itself to a new question - the question of responsibility in addition to the problem of evaluation. Much discussion will follow this article (or at least should) as to whether administrative and faculty committees are responsible and answerable to the student body. This column claims that since we the student body are the guinea pigs in this experiment termed modern teacher education we are entitled to some knowledge of the hypothesis being tested and the mechanics of the experiment.  
Beginning: Round Two.